



NSSE 2019

Engagement Indicators

University of Nebraska at Kearney

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Institutions	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer Institutions	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
<i>Academic Challenge</i>	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▼	▽
	Quantitative Reasoning	--	--	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

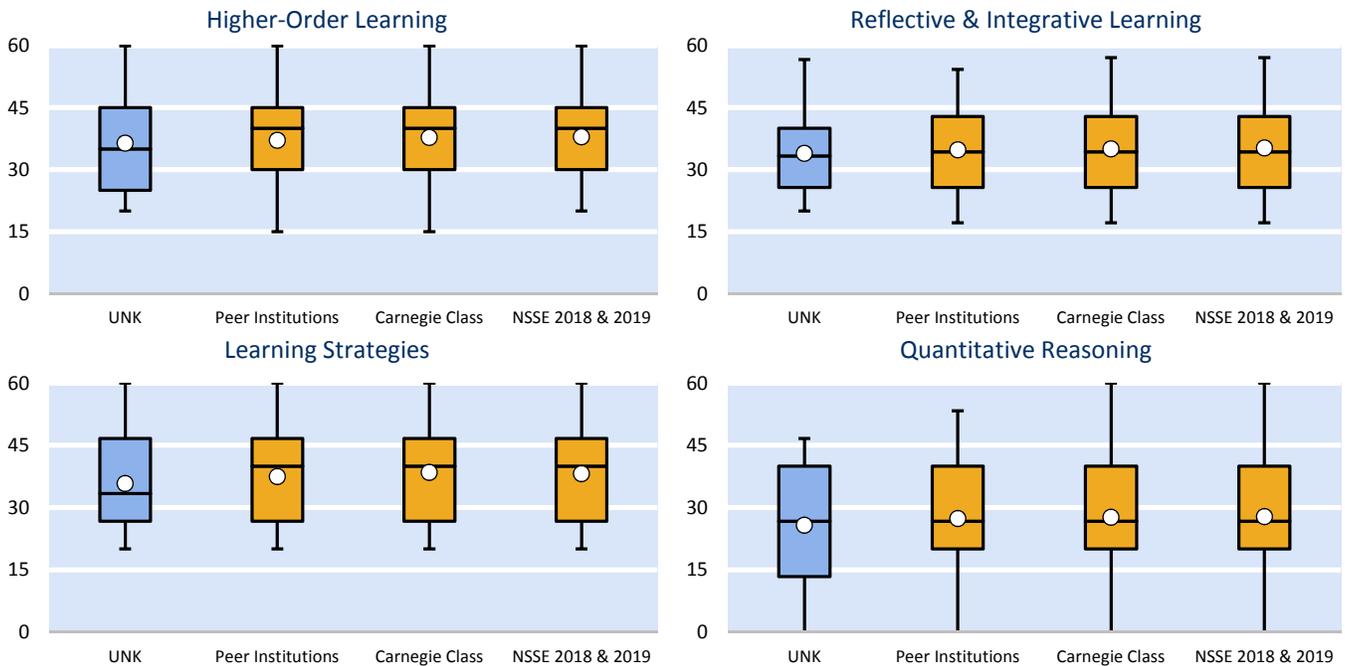
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	37.1	-.06	37.8	-.11	38.0 *	-.12
Reflective & Integrative Learning	33.9	34.8	-.08	35.0	-.09	35.2 *	-.11
Learning Strategies	35.8	37.5 *	-.13	38.5 **	-.20	38.1 **	-.17
Quantitative Reasoning	25.8	27.3	-.11	27.6 *	-.12	27.8 *	-.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UNK	Percentage point difference ^a between your FY students and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-2	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-2	-4	-5
4d. Evaluating a point of view, decision, or information source	64	-3	-6	-5
4e. Forming a new idea or understanding from various pieces of information	65	-3	-4	-4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53	+1	+2	+1
2b. Connected your learning to societal problems or issues	49	-1	-2	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-2	-3	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-7	-8	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-3	-4
2f. Learned something that changed the way you understand an issue or concept	66	+1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-6	-8	-8
9b. Reviewed your notes after class	61	-5	-6	-4
9c. Summarized what you learned in class or from course materials	57	-4	-7	-6
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44	-8	-7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-5	-7	-6
6c. Evaluated what others have concluded from numerical information	35	-2	-3	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

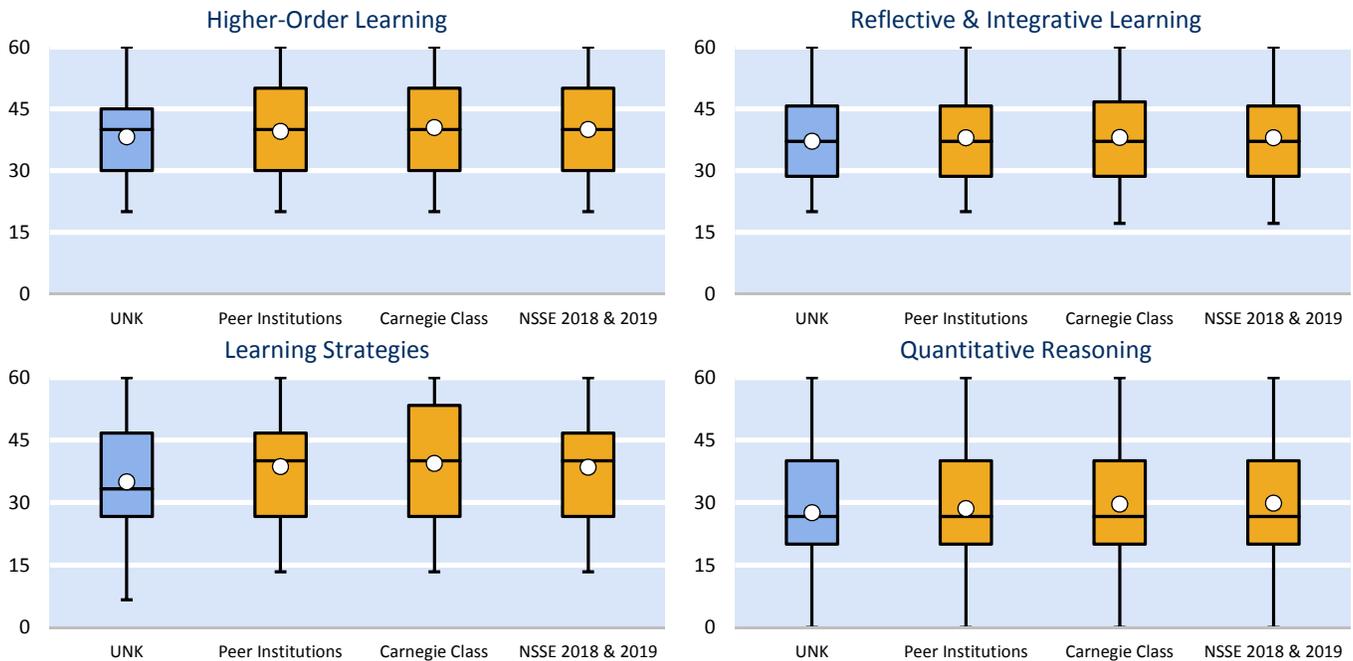
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Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	39.5	-.10	40.5 **	-.16	40.0 *	-.13
Reflective & Integrative Learning	37.2	38.0	-.07	38.1	-.07	38.0	-.07
Learning Strategies	34.9	38.6 ***	-.26	39.4 ***	-.31	38.5 ***	-.24
Quantitative Reasoning	27.5	28.5	-.06	29.6	-.13	29.8 *	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UNK	Percentage point difference ^a between your seniors and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+0	-0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+1	-2	-1
4d. Evaluating a point of view, decision, or information source	68	-2	-5	-3
4e. Forming a new idea or understanding from various pieces of information	73	+2	-1	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	-1	+2	+1
2b. Connected your learning to societal problems or issues	61	-1	-1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+1	+1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-2	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-4	-4	-4
2f. Learned something that changed the way you understand an issue or concept	71	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-6	-9	-8
9b. Reviewed your notes after class	56	-8	-8	-6
9c. Summarized what you learned in class or from course materials	60	-3	-6	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-3	-6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-3	-6	-5
6c. Evaluated what others have concluded from numerical information	43	+1	-1	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Learning with Peers: First-year students

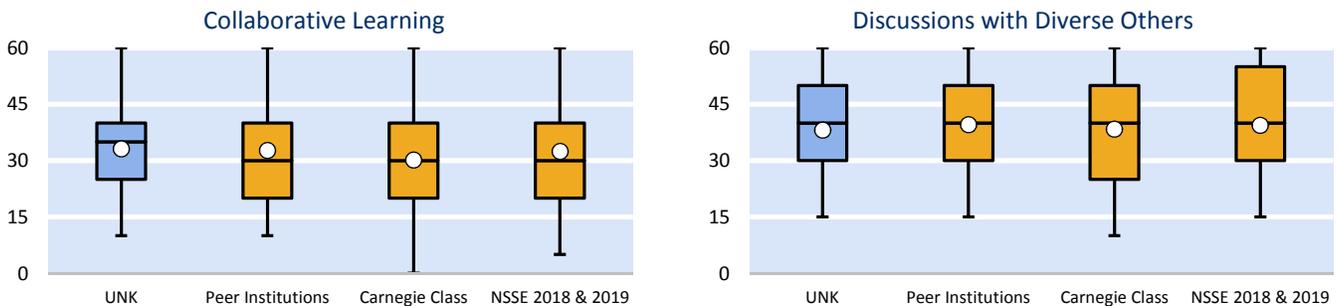
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	32.7	.03	30.1 ***	.19	32.4	.04
Discussions with Diverse Others	38.1	39.5	-.10	38.3	-.01	39.4	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Collaborative Learning	UNK %	Percentage point difference ^a between your FY students and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	62	+7	+14	+9
1f. Explained course material to one or more students	58	-0	+6	+1
1g. Prepared for exams by discussing or working through course material with other students	53	+3	+8	+3
1h. Worked with other students on course projects or assignments	53	-1	+3	-1
Discussions with Diverse Others	UNK %	Percentage point difference ^a between your FY students and		
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	61	-8	-7	-9
8b. People from an economic background other than your own	70	-3	+0	-2
8c. People with religious beliefs other than your own	68	+1	+4	+2
8d. People with political views other than your own	71	+3	+8	+7

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Learning with Peers: Seniors

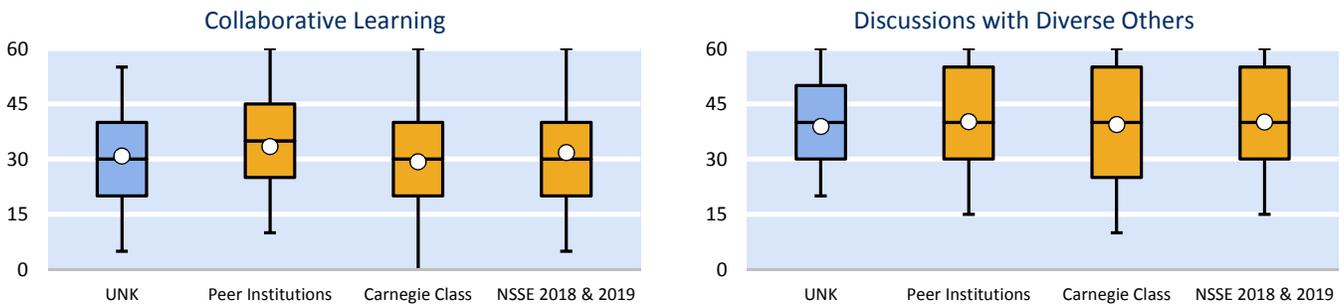
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions Effect size		Carnegie Class Effect size		NSSE 2018 & 2019 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.8	33.4 **	-.18	29.3	.09	31.8	-.07
Discussions with Diverse Others	38.8	40.1	-.08	39.4	-.03	40.1	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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	UNK	Percentage point difference ^a between your seniors and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	43	-4	+5	+0
1f. Explained course material to one or more students	53	-10	+1	-4
1g. Prepared for exams by discussing or working through course material with other students	40	-9	-2	-6
1h. Worked with other students on course projects or assignments	61	-3	+6	-1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	64	-6	-6	-8
8b. People from an economic background other than your own	72	-2	+1	-1
8c. People with religious beliefs other than your own	66	-2	-1	-2
8d. People with political views other than your own	73	+4	+8	+7

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Experiences with Faculty: First-year students

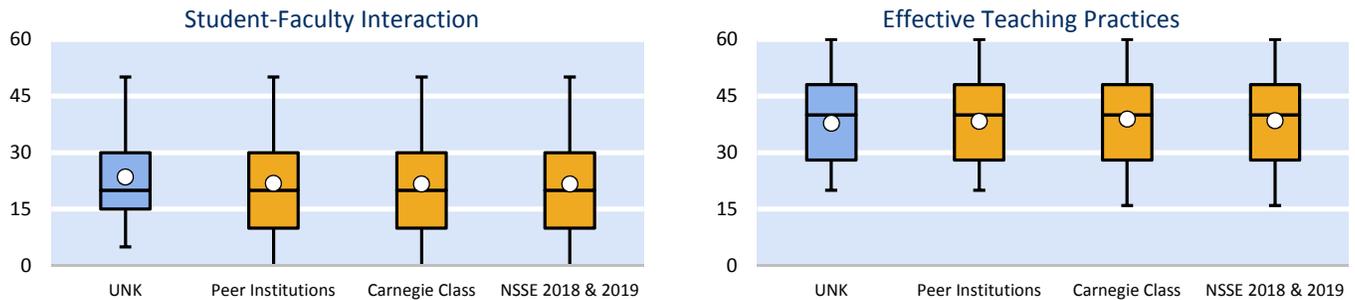
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.5	21.8	.12	21.7 *	.12	21.7 *	.13
Effective Teaching Practices	37.8	38.3	-.04	38.9	-.08	38.5	-.05

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Student-Faculty Interaction	UNK %	Percentage point difference ^a between your FY students and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+6	+4	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+10	+10	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-1	-1	-1
3d. Discussed your academic performance with a faculty member	31	-1	-2	-0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	-0	+1	+1
5b. Taught course sessions in an organized way	75	+1	+2	+1
5c. Used examples or illustrations to explain difficult points	75	+0	+2	+1
5d. Provided feedback on a draft or work in progress	63	+1	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-1	-4	-1

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Experiences with Faculty: Seniors

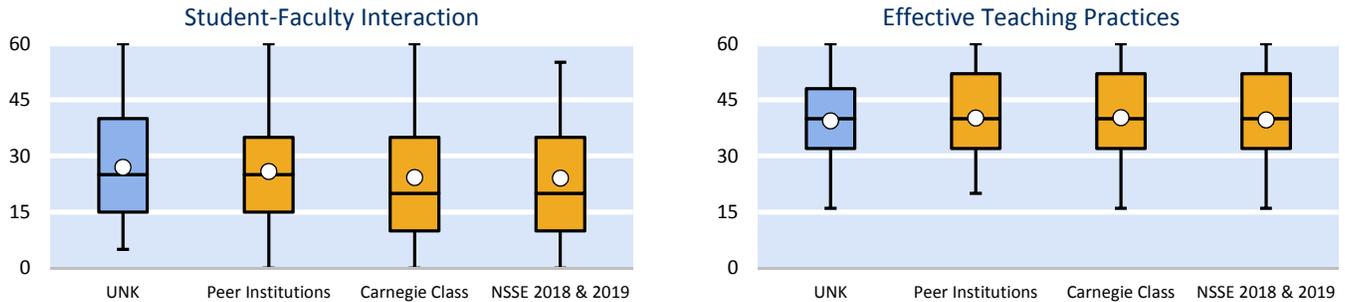
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Effective Teaching Practices	39.4	40.1	-.06	40.2	-.06	39.6	-.01

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Student-Faculty Interaction	UNK	Percentage point difference ^a between your seniors and		
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	%			
3a. Talked about career plans with a faculty member	57	+7	+12	+13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+5	+9	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+3	+5	+5
3d. Discussed your academic performance with a faculty member	39	+2	+1	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-2	-1	-1
5b. Taught course sessions in an organized way	79	+1	+2	+2
5c. Used examples or illustrations to explain difficult points	77	-1	+0	+0
5d. Provided feedback on a draft or work in progress	63	-1	+0	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+3	+2	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

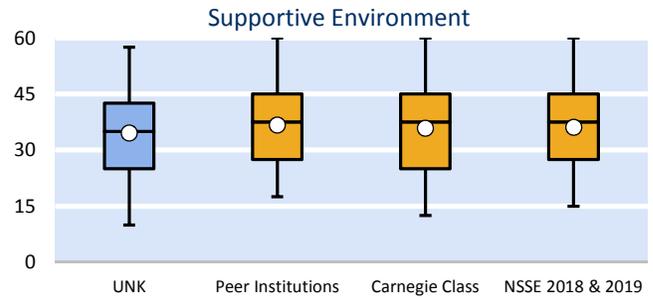
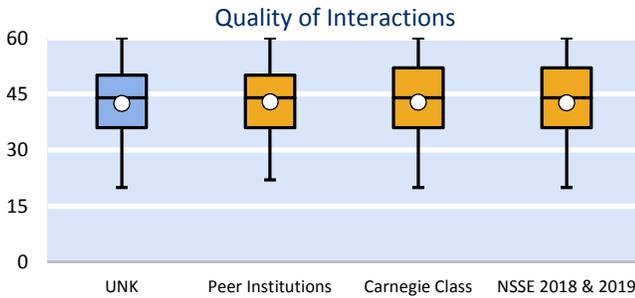
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	42.9	-.04	42.8	-.02	42.6	-.01
Supportive Environment	34.6	36.7 **	-.17	35.8	-.09	36.1	-.11

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UNK	Percentage point difference ^a between your FY students and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	51	+0	+1	+0
13b. Academic advisors	47	-5	-6	-5
13c. Faculty	46	-4	-7	-5
13d. Student services staff (career services, student activities, housing, etc.)	48	+2	+1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+2	-1	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	79	+2	+3	+3
14c. Using learning support services (tutoring services, writing center, etc.)	78	+2	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-11	-10	-10
14e. Providing opportunities to be involved socially	70	-6	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-3	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-5	-6	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-8	+0	-3
14i. Attending events that address important social, economic, or political issues	43	-6	-5	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

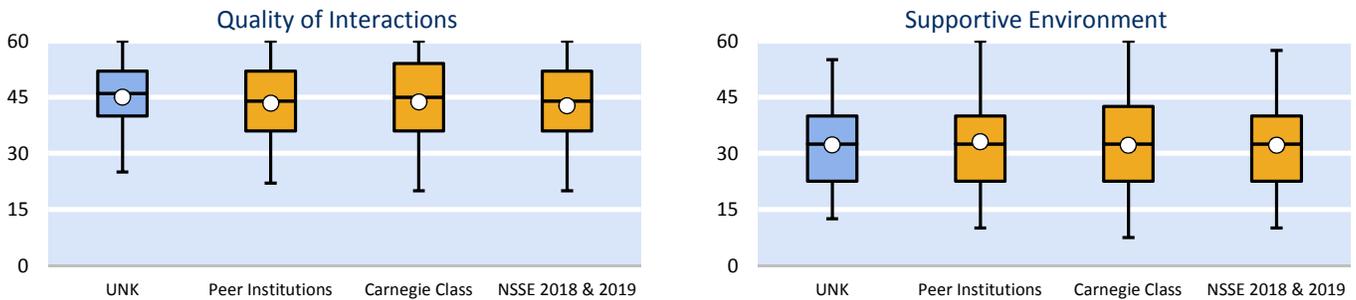
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	43.5	.13	43.8	.10	42.8 **	.18
Supportive Environment	32.3	33.1	-.06	32.2	.01	32.2	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UNK	Percentage point difference ^a between your seniors and		
		Peer Institutions	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	64	+6	+6	+7
13b. Academic advisors	63	+10	+7	+10
13c. Faculty	58	-1	-2	+2
13d. Student services staff (career services, student activities, housing, etc.)	48	+3	+1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+3	+1	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	+1	+1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	68	+2	-0	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-4	-4	-3
14e. Providing opportunities to be involved socially	72	+4	+10	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-1	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-6	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-4	+5	+0
14i. Attending events that address important social, economic, or political issues	38	-4	-2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UNK Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	39.3 ***	-.23		41.0 ***	-.35	
	Reflective and Integrative Learning	33.9	36.8 ***	-.24		38.8 ***	-.41	
	Learning Strategies	35.8	39.9 ***	-.30		42.5 ***	-.48	
	Quantitative Reasoning	25.8	29.3 ***	-.23		30.8 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	33.0	35.4 **	-.17		37.7 ***	-.34	
	Discussions with Diverse Others	38.1	41.3 ***	-.21		43.2 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.5	24.9	-.10	✓	28.0 ***	-.29	
	Effective Teaching Practices	37.8	40.6 ***	-.21		42.7 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	42.5	44.9 ***	-.20		47.1 ***	-.39	
	Supportive Environment	34.6	38.1 ***	-.27		40.1 ***	-.42	

Seniors

Theme	Engagement Indicator	UNK Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	41.8 ***	-.26		43.0 ***	-.35	
	Reflective and Integrative Learning	37.2	39.9 ***	-.22		41.6 ***	-.36	
	Learning Strategies	34.9	40.8 ***	-.41		42.6 ***	-.54	
	Quantitative Reasoning	27.5	31.3 ***	-.23		32.7 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	30.8	36.1 ***	-.38		38.6 ***	-.58	
	Discussions with Diverse Others	38.8	42.0 ***	-.20		43.5 ***	-.30	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.9	29.9 **	-.18		33.9 ***	-.44	
	Effective Teaching Practices	39.4	41.8 **	-.18		43.5 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	45.0	45.2	-.01	✓	47.4 **	-.20	
	Supportive Environment	32.3	34.8 **	-.18		37.0 ***	-.33	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNK (N = 289)	36.4	12.3	.72	20	25	35	45	60				
Peer Institutions	37.1	12.9	.22	15	30	40	45	60	3,609	-.7	.345	-.058
Carnegie Class	37.8	13.3	.06	15	30	40	45	60	57,859	-1.4	.074	-.105
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	230,293	-1.6	.041	-.120
Top 50%	39.3	13.0	.04	20	30	40	50	60	123,501	-2.9	.000	-.226
Top 10%	41.0	13.0	.07	20	35	40	50	60	32,074	-4.6	.000	-.355
Reflective & Integrative Learning												
UNK (N = 303)	33.9	11.0	.63	20	26	33	40	57				
Peer Institutions	34.8	11.5	.19	17	26	34	43	54	3,810	-.9	.205	-.076
Carnegie Class	35.0	12.1	.05	17	26	34	43	57	305	-1.1	.086	-.091
NSSE 2018 & 2019	35.2	12.0	.02	17	26	34	43	57	303	-1.3	.040	-.109
Top 50%	36.8	11.8	.03	17	29	37	46	57	124,380	-2.8	.000	-.241
Top 10%	38.8	11.8	.07	20	31	40	46	60	25,996	-4.8	.000	-.410
Learning Strategies												
UNK (N = 282)	35.8	12.7	.75	20	27	33	47	60				
Peer Institutions	37.5	13.2	.23	20	27	40	47	60	3,480	-1.7	.039	-.128
Carnegie Class	38.5	13.9	.06	20	27	40	47	60	54,966	-2.7	.001	-.196
NSSE 2018 & 2019	38.1	13.8	.03	20	27	40	47	60	218,948	-2.4	.004	-.172
Top 50%	39.9	13.7	.04	20	33	40	53	60	106,789	-4.1	.000	-.300
Top 10%	42.5	14.0	.09	20	33	40	53	60	289	-6.7	.000	-.477
Quantitative Reasoning												
UNK (N = 278)	25.8	14.4	.86	0	13	27	40	47				
Peer Institutions	27.3	14.5	.25	0	20	27	40	53	3,532	-1.6	.086	-.107
Carnegie Class	27.6	15.5	.07	0	20	27	40	60	55,880	-1.9	.046	-.120
NSSE 2018 & 2019	27.8	15.3	.03	0	20	27	40	60	222,343	-2.1	.025	-.135
Top 50%	29.3	15.2	.04	7	20	27	40	60	129,445	-3.5	.000	-.229
Top 10%	30.8	15.2	.08	7	20	33	40	60	34,860	-5.0	.000	-.329
Learning with Peers												
Collaborative Learning												
UNK (N = 314)	33.0	13.7	.77	10	25	35	40	60				
Peer Institutions	32.7	13.5	.22	10	20	30	40	60	4,006	.4	.646	.027
Carnegie Class	30.1	15.4	.06	0	20	30	40	60	317	2.9	.000	.191
NSSE 2018 & 2019	32.4	14.7	.03	5	20	30	40	60	314	.6	.402	.044
Top 50%	35.4	13.7	.04	15	25	35	45	60	134,925	-2.4	.002	-.173
Top 10%	37.7	13.6	.08	15	30	40	50	60	29,269	-4.6	.000	-.339
Discussions with Diverse Others												
UNK (N = 276)	38.1	14.8	.89	15	30	40	50	60				
Peer Institutions	39.5	14.7	.26	15	30	40	50	60	3,512	-1.4	.127	-.096
Carnegie Class	38.3	16.3	.07	10	25	40	50	60	278	-.2	.820	-.013
NSSE 2018 & 2019	39.4	15.6	.03	15	30	40	55	60	220,575	-1.3	.179	-.081
Top 50%	41.3	14.9	.04	20	30	40	55	60	128,135	-3.2	.000	-.215
Top 10%	43.2	14.4	.09	20	35	40	60	60	28,957	-5.1	.000	-.355

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNK (N = 290)	23.5	13.8	.81	5	15	20	30	50				
Peer Institutions	21.8	14.4	.25	0	10	20	30	50	3,674	1.7	.056	.117
Carnegie Class	21.7	14.9	.06	0	10	20	30	50	59,653	1.8	.038	.122
NSSE 2018 & 2019	21.7	14.7	.03	0	10	20	30	50	237,479	1.8	.033	.125
Top 50%	24.9	14.8	.05	5	15	20	35	55	83,802	-1.4	.100	-.097
Top 10%	28.0	15.5	.14	5	15	25	40	60	305	-4.5	.000	-.288
Effective Teaching Practices												
UNK (N = 291)	37.8	11.9	.70	20	28	40	48	60				
Peer Institutions	38.3	12.6	.22	20	28	40	48	60	3,611	-.5	.545	-.037
Carnegie Class	38.9	13.6	.06	16	28	40	48	60	293	-1.1	.119	-.081
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	230,067	-.7	.381	-.051
Top 50%	40.6	13.2	.04	20	32	40	52	60	93,743	-2.8	.000	-.214
Top 10%	42.7	14.0	.09	20	32	44	56	60	299	-4.9	.000	-.350
Campus Environment												
Quality of Interactions												
UNK (N = 268)	42.5	11.5	.70	20	36	44	50	60				
Peer Institutions	42.9	11.4	.21	22	36	44	50	60	3,354	-.4	.581	-.035
Carnegie Class	42.8	12.5	.06	20	36	44	52	60	50,839	-.3	.721	-.022
NSSE 2018 & 2019	42.6	12.1	.03	20	36	44	52	60	205,685	-.1	.866	-.010
Top 50%	44.9	11.4	.04	24	38	46	54	60	86,221	-2.3	.001	-.204
Top 10%	47.1	11.8	.08	24	40	50	58	60	21,799	-4.5	.000	-.387
Supportive Environment												
UNK (N = 273)	34.6	13.0	.79	10	25	35	43	58				
Peer Institutions	36.7	12.6	.23	18	28	38	45	60	3,396	-2.2	.007	-.170
Carnegie Class	35.8	13.9	.06	13	25	38	45	60	53,268	-1.3	.127	-.093
NSSE 2018 & 2019	36.1	13.5	.03	15	28	38	45	60	212,489	-1.5	.059	-.114
Top 50%	38.1	13.2	.04	18	30	40	48	60	102,812	-3.6	.000	-.271
Top 10%	40.1	13.2	.09	18	30	40	50	60	21,477	-5.5	.000	-.419

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNK (N = 232)	38.2	12.2	.80	20	30	40	45	60				
Peer Institutions	39.5	13.3	.21	20	30	40	50	60	4,209	-1.3	.144	-.099
Carnegie Class	40.5	13.7	.06	20	30	40	50	60	233	-2.2	.006	-.164
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	232	-1.8	.027	-.131
Top 50%	41.8	13.5	.04	20	35	40	55	60	232	-3.5	.000	-.262
Top 10%	43.0	13.5	.09	20	35	40	55	60	236	-4.8	.000	-.355
Reflective & Integrative Learning												
UNK (N = 242)	37.2	11.7	.75	20	29	37	46	60				
Peer Institutions	38.0	12.2	.19	20	29	37	46	60	4,420	-.9	.282	-.071
Carnegie Class	38.1	12.5	.05	17	29	37	47	60	61,038	-.9	.246	-.075
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	231,476	-.8	.294	-.067
Top 50%	39.9	12.2	.04	20	31	40	49	60	87,993	-2.7	.000	-.224
Top 10%	41.6	12.2	.09	20	34	40	51	60	17,379	-4.4	.000	-.363
Learning Strategies												
UNK (N = 226)	34.9	14.1	.94	7	27	33	47	60				
Peer Institutions	38.6	14.4	.23	13	27	40	47	60	4,094	-3.7	.000	-.256
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	55,890	-4.5	.000	-.309
NSSE 2018 & 2019	38.5	14.5	.03	13	27	40	47	60	211,355	-3.6	.000	-.244
Top 50%	40.8	14.4	.05	20	33	40	53	60	96,297	-5.9	.000	-.408
Top 10%	42.6	14.3	.08	20	33	40	60	60	30,859	-7.7	.000	-.536
Quantitative Reasoning												
UNK (N = 228)	27.5	15.3	1.01	0	20	27	40	60				
Peer Institutions	28.5	15.7	.25	0	20	27	40	60	4,138	-1.0	.354	-.063
Carnegie Class	29.6	16.2	.07	0	20	27	40	60	56,526	-2.0	.059	-.125
NSSE 2018 & 2019	29.8	16.1	.03	0	20	27	40	60	213,972	-2.3	.031	-.143
Top 50%	31.3	16.0	.05	7	20	33	40	60	118,408	-3.7	.000	-.234
Top 10%	32.7	15.8	.09	7	20	33	40	60	32,996	-5.2	.000	-.329
Learning with Peers												
Collaborative Learning												
UNK (N = 251)	30.8	14.8	.94	5	20	30	40	55				
Peer Institutions	33.4	14.5	.22	10	25	35	45	60	4,556	-2.6	.006	-.178
Carnegie Class	29.3	16.4	.07	0	20	30	40	60	252	1.5	.112	.091
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	239,921	-1.0	.302	-.065
Top 50%	36.1	14.0	.04	15	25	35	45	60	102,951	-5.3	.000	-.378
Top 10%	38.6	13.5	.11	15	30	40	50	60	256	-7.8	.000	-.576
Discussions with Diverse Others												
UNK (N = 232)	38.8	14.0	.92	20	30	40	50	60				
Peer Institutions	40.1	16.0	.26	15	30	40	55	60	268	-1.3	.176	-.082
Carnegie Class	39.4	16.7	.07	10	25	40	55	60	233	-.6	.549	-.033
NSSE 2018 & 2019	40.1	16.0	.03	15	30	40	55	60	231	-1.3	.175	-.079
Top 50%	42.0	15.6	.05	15	30	40	60	60	232	-3.2	.001	-.205
Top 10%	43.5	15.4	.09	20	35	45	60	60	235	-4.7	.000	-.305

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNK (N = 235)	26.9	16.0	1.04	5	15	25	40	60				
Peer Institutions	25.8	16.2	.25	0	15	25	35	60	4,298	1.1	.309	.068
Carnegie Class	24.2	16.3	.07	0	10	20	35	60	59,301	2.7	.011	.167
NSSE 2018 & 2019	24.1	16.1	.03	0	10	20	35	55	224,718	2.9	.006	.178
Top 50%	29.9	15.9	.07	5	20	30	40	60	47,843	-2.9	.005	-.184
Top 10%	33.9	15.8	.19	10	20	35	45	60	7,451	-7.0	.000	-.442
Effective Teaching Practices												
UNK (N = 238)	39.4	13.4	.87	16	32	40	48	60				
Peer Institutions	40.1	13.1	.21	20	32	40	52	60	4,234	-.7	.408	-.055
Carnegie Class	40.2	14.0	.06	16	32	40	52	60	58,081	-.8	.371	-.058
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	219,926	-.2	.821	-.015
Top 50%	41.8	13.6	.05	20	32	40	52	60	76,964	-2.4	.007	-.176
Top 10%	43.5	13.5	.09	20	36	44	56	60	21,177	-4.2	.000	-.307
Campus Environment												
Quality of Interactions												
UNK (N = 214)	45.0	11.2	.77	25	40	46	52	60				
Peer Institutions	43.5	11.7	.19	22	36	44	52	60	3,868	1.6	.059	.133
Carnegie Class	43.8	12.4	.05	20	36	45	54	60	215	1.3	.104	.102
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	214	2.3	.004	.184
Top 50%	45.2	11.8	.04	23	38	48	54	60	214	-.1	.859	-.012
Top 10%	47.4	12.0	.07	24	40	50	58	60	217	-2.4	.003	-.197
Supportive Environment												
UNK (N = 222)	32.3	12.6	.85	13	23	33	40	55				
Peer Institutions	33.1	13.7	.22	10	23	33	40	60	4,013	-.8	.379	-.061
Carnegie Class	32.2	14.4	.06	8	23	33	43	60	223	.1	.883	.009
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	221	.1	.915	.006
Top 50%	34.8	13.9	.05	13	25	35	45	60	222	-2.5	.004	-.178
Top 10%	37.0	14.0	.11	13	28	38	48	60	228	-4.7	.000	-.334

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.